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ABSTRACT

Researchers have attributed teacher turnover at both the state and national levels to the high incidence of teacher stress or burnout, a syndrome resulting from a variety of individual, organizational, and societal factors. Burnout involves physical, emotional, and attitudinal exhaustion generated by excessive demands upon the individual's energy, emotions, or resources. Common symptoms include diminished pleasure in teaching; increased use of sick leave, drugs, or alcohol; irritability; fatigue; depression; insomnia; and physical problems ranging from migraine headaches and chronic back pain to ulcers. Causes include inadequate administrative support, lack of intrinsic rewards, increase in disciplinary problems, isolation, and inadequate professional training. Society's attitudes and expectations often compound the stressful situations present within the school environment. Some consequences of teacher burnout are teacher turnover, physical and mental illness, and negative effects on student achievement. A wide range of options for minimizing or eliminating teacher burnout exists. A cooperative effort involving teachers, administrators, school systems, teacher preparation institutions, and the public will help to achieve this goal more quickly. A successful antiburnout campaign will contribute to enhanced public respect for educators and increased confidence in the quality of educational institutions. (CJ)

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TEACHER SATISFACTION IN GEORGIA AND THE NATION: STATUS AND TRENDS

Teacher Burnout: Causes and Possible Cures

Issues for Education Series

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TEACHER SATISFACTION IN GEORGIA
AND THE NATION: STATUS AND TRENDS

Teacher Burnout: Causes and Possible Cures

Issues for Education Series

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FROM THE COMMISSION CHAIRMAN

The Georgia Professional Standards Commission is pleased to share "Teacher Satisfaction in Georgia and the Nation: Status and Trends" with concerned Georgians.

This Commission monograph addresses the nature and source of teacher burnout, its effects on the educational system, and suggested possibilities for change. This monograph is a project of the Commission Subcommittee on Teacher Preparation; the recommendations on Page 21 were adopted by the full Commission on September 19, 1980.

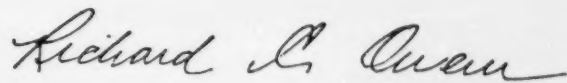
Members of the Teacher Preparation Subcommittee are Milton S. McDonald, Chairman; Barbara King, Vice Chairman; J. Donald Hawk; Frances McBride; Marvin Fralish; C. H. Morse; J. A. Williams; and H. Titus Singletary, Jr.

The Commission recognizes the concern that exists in regard to the "teacher burnout" syndrome and believes that the alleviation of teacher stress ultimately will improve educational opportunity and quality for Georgia students, thereby better equipping them for a productive life in American society. The Commission further believes—and hopes—that the following information which the Commission has assembled on the topic of teacher stress/burnout—and especially the 74-item bibliography—will be of significant interest and assistance.

The Commission shall be pleased to receive comments on ideas in this paper and/or other comments or suggestions regarding standards for teacher preparation, certification, and staff development in the State.

The Commission appreciates the assistance and cooperation of the State Department of Education and other Georgians who contributed information and encouragement for this project.

This monograph is another of the Commission's efforts in fulfilling its pledge to contribute to a unified, cooperative effort to increase educational quality and opportunity in Georgia.



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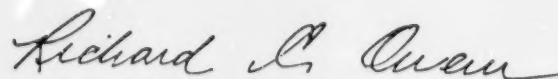
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INTRODUCTION

In 1900, when only six percent of United States youth graduated from high school, Americans viewed their public school teachers as accomplished scholars and important facilitators of the education and acculturation of the burgeoning American melting pot. Society suddenly began to question the effectiveness of that system in 1957 when the Soviet Union launched its Sputnik satellite. For the first time, public attention and criticism focused on the school system.¹ The postwar baby boom which created crowded schools, violence, and political unrest of the 1960s, diminished respect for authority as a result of Watergate and the Vietnam War, and steadily declining achievement scores of the last decade² further aggravated public dissatisfaction with the school system and its teachers.

Paralleling this phenomenon are a decline in the number and quality of teacher education candidates and an increasingly rapid turnover of certified personnel. Enrollment in teacher training programs dropped 20 percent between 1973 and 1975, with the percentage of male candidates falling even more sharply. A quarter of these students are over age twenty-five. Educational institutions estimate that only one third of the education students will graduate, accept a teaching job, and continue teaching beyond two years.³ Additionally, education students score substantially lower on the Scholastic Aptitude Test than their peers in other disciplines.⁴ A Boston University study charged that "teacher preparation ranks as one of the easiest college majors," attracting the least qualified students.⁵

The educational system in Georgia reflects these national trends. State teacher preparation institutions produced 5400 graduates in 1974, but only 2900 graduated in 1979, and 37 percent of those graduates did not accept teaching jobs in Georgia. State Department of Education officials predicted that 2100 instate

teacher candidates will be available in 1980 to fill more than 8500 positions.⁶ Moreover, the yearly turnover in recent years has been approximately 5000 or 10 percent of the total number of teachers needed. Two out of three beginning teachers leave their jobs after a short period of time.⁷

Researchers have attributed teacher turnover at both the state and national levels to the high incidence of teacher stress or "burnout,"⁸ a syndrome resulting from a variety of individual, organizational, and societal factors. This study addresses the nature and source of teacher burnout, its effects on the educational system, and the possibilities for change.

HISTORY AND DESCRIPTION OF TEACHER BURNOUT

The burnout syndrome strikes disproportionately in the helping professions. Burnout involves physical, emotional, and attitudinal exhaustion generated by excessive demands upon the individual's energy, emotions, or resources. Related to stress, a reaction resulting from a substantial imbalance between environmental demands and individual response capability, burnout can be triggered by a single event or factor and may last for years. Common symptoms include diminished pleasure in teaching; increased use of sick leave, drugs, or alcohol; irritability; fatigue; depression; insomnia; and physical problems ranging from migraine headaches and chronic back pain to ulcers.⁹

The presence of anxiety and stress among teachers has been demonstrated in studies since 1930. A 1938 survey reported that 37.5 percent of the teachers questioned were "seriously nervous and worried."¹⁰ A similar study conducted in 1967 stated that 61.7 percent of the respondents experienced moderate stress while another 16.2 percent suffered considerable anxiety in the classroom.¹¹ A recent survey of 5500 members of a Chicago teachers' union indicated that 56.5 percent reported physical or mental illness as a direct result of their jobs.¹² Additionally, a National Education Association Teacher Opinion Poll revealed that one third of those teachers responding would not reenter the field if they could start over in their careers.¹³

Although few researchers have attempted to break down the incidence of burnout by such factors as age, sex, or experience, some evidence has emerged. A survey conducted by New York State United Teachers indicated that urban teachers reported over three times as many stressful items as rural teachers, and almost twice as many items as suburban respondents. The 31 to 40 year old group experienced the most stress and those over 50 reported the least. Also, teachers in

schools with large enrollments tended to consider more items stressful.¹⁴ A study of the morale of North Dakota teachers revealed that elementary teachers and those with more teaching experience encountered more satisfaction with their jobs than their state counterparts. Additionally, the morale of less educated respondents generally appeared higher than the morale of teachers with advanced degrees.¹⁵

The conceptualization of teacher burnout as an academic subject emerged in the 1970s. Previous studies of teacher satisfaction focused on teacher morale¹⁶ or anxiety,¹⁷ and many of those studies measured only the incidence of discontent rather than attempting to identify causes and specify solutions. Recently, researchers have addressed the burnout syndrome, isolating its sources and effects and relating it to the incidence of teacher turnover. Accordingly, the education community has begun to acknowledge the existence of burnout and its impact on school systems. This study expands the resources available to educators by assimilating these new sources of information on the causes and impact of teacher burnout and by offering an examination of the possibilities for improvement.

SOURCES OF TEACHER BURNOUT

Problems Within the School Environment

Teacher job dissatisfaction cannot be explained apart from the ideology of teaching and the nature of its reward structure. In contrast with other professions, teaching possesses no well-defined career hierarchy or major extrinsic incentives such as sizeable salaries or stratified power and income schedules based on performance.¹⁸ Society historically has associated teaching with religious and moral concerns, low income, and limited prestige. Accordingly, the profession has elevated service motives above material benefits as the proper motivation for work. A willingness to serve children with little thought of economic incentives has been considered a major prerequisite for entry into teaching.¹⁹ As a result of this ideology, teachers rely on intrinsic work rewards, basing their measurements of success upon personal perceptions of the extent of their influence on their students rather than upon outwardly visible rewards or results. Salary schedules reflect seniority and educational level achieved,²⁰ not differences in job performance.

Consequently, teacher job satisfaction depends on intrinsic, psychic rewards related to individual subjective assessments of performance. Teachers who believe they are making a significant impact upon their students' learning experiences will sustain a higher degree of job satisfaction than teachers who receive little positive reinforcement. Because these intrinsic rewards provide the foundation for job satisfaction and high morale, failure to supply rewards may create teacher burnout.²¹

In a number of academic studies, surveys, and interviews, teacher complaints reflect frustration over their lack of recognition.²² Indeed, the major complaint voiced by teachers may be traced to inadequacy of intrinsic rewards. Resources on the burnout syndrome indicate that inadequate administrative support

and guidance constitute the most significant problem teachers face.²³ Teachers charge that school administrators are unsympathetic, isolated, overly bureaucratic, ineffective, and incompetent.²⁴ They see principals secluded in the security of their offices, isolated from teachers' problems and successes. Consequently, no structure appears to provide the positive reinforcement essential to teacher morale. Administrative regulations often offer little guidance to teachers on the goals, policies, and expectations of the school; thus, teachers have no standard by which to measure their perceptions of their performance. Lack of effective communication channels within the school environment hinders interaction among teachers and administrators and further limits teachers' ability to assess their performance. In many school systems, therefore, administrators' failure to recognize their teachers' needs for communication, encouragement, guidance, and support may contribute to teacher burnout.²⁵

A second major cause of burnout also relates to lack of intrinsic rewards for teaching. Teachers repeatedly report that disciplinary problems constitute a major source of stress, significantly limiting their effectiveness in the classroom and their perceptions of their impact on students.²⁶ Coping with pupil misbehavior and with violence directed toward teachers, other students, and school property²⁷ demands much of the classroom teacher's energy. Teachers assert that managing disruptive students has become more difficult because of less family supervision of children, diminished interest in education on the part of students, and severe strains placed upon the educational system by desegregation and mainstreaming of the handicapped.²⁸

Researchers attribute the apparent increase in disciplinary problems to a general decay of decorum and respect stemming from the distrust of authority that arose in the 1960s and to the problems of integrating students from a wide variety of ethnic, racial, educational, and socioeconomic levels into a single classroom.²⁹

In addition, compulsory attendance legislation requires school systems to educate students who would not have remained in school a generation ago.³⁰ The baby boom generation created overcrowded classrooms, exacerbating the natural tensions of that environment. Also, some writers note that teacher attitudes and behavior patterns developed in response to the changing character of the school and its student population may contribute to disciplinary conflicts.³¹ Teachers' negative expectations of students, noted especially in desegregation settings and in classes with wide variations in socioeconomic levels of students and teachers, may aggravate discipline problems. If teachers expect friction, that attitude may lead to behavior which encourages teacher/student conflict. Similarly, students whose value systems differ from their teachers' expectations may manifest behavior which causes problems because that behavior clashes with the teachers' values, not because it actually disrupts the class.³²

These factors also contribute to the more serious disciplinary problem of school violence. The number of acts of violence and destruction occurring within the school boundaries began rising alarmingly in 1960. Although the rate of increase has slowed in the last few years,³³ school violence remains a serious problem, creating dangerous conditions for both students and teachers and producing a devastating effect on teacher morale. A study conducted by the United States Department of Health, Education, and Welfare³⁴ reveals that 5200 secondary teachers are attacked each month and another 6000 are robbed. At least 400,000 students per month suffer a similar fate, and researchers believe these figures represent only a small percentage of the total number of incidents. Each month twenty-five percent of the nation's school buildings are vandalized. Although the incidence of violence appears higher in urban areas, suburban and rural schools are reporting problems also.³⁵ Researchers attribute this phenomenon to the decline of the nuclear family and organized religion, high

unemployment levels among the nation's youth, widespread use of drugs and alcohol, overcrowded classrooms, the impact of television's depiction of violence, and decline in respect for authority.³⁶

Whatever its cause, school violence creates a devastating effect on teacher morale, contributing significantly to teacher stress. Faculty members experience both physical and psychological problems stemming from incidents of violence in their schools. They report feelings of anxiety and an impaired ability to cope with fear and danger. Furthermore, inadequate administrative support often exacerbates these problems.³⁷

Compounding these disciplinary problems is a sense of powerlessness on the part of teachers. Many teachers believe they exert little influence on policy decisions made within their schools and systems. Allowed limited opportunity to participate in the decision-making process, classroom teachers often become frustrated with their lack of control over working conditions, textbook and curriculum choices, and school goals and policies.³⁸ Teachers believe they possess little control over the structure and direction of their jobs and that they receive minimal respect for their professional opinions.³⁹ Consequently, their sense of autonomy and self-direction is limited.⁴⁰ Additionally, the socializing effect of the school's institutional character sometimes exacerbates this sense of powerlessness. Forced into stereotypical roles by peer and administrative behavior and expectations, new teachers may lose their idealism and positive attitudes and experience feelings of isolation from the decision-making process.⁴¹

Furthermore, the absence of career ladders in the teaching profession aggravates this frustration.⁴² The few differences in salaries and tenure that do exist are based on seniority and educational level achieved rather than on individual performance. In addition, the structure of the profession provides no stages of advancement other than from classroom teacher to administrator. Teachers who

desire to remain in the classroom inevitably are locked into a limited range of income and promotion potential with little opportunity for decision making.⁴³

Isolation fostered by the nature of the school organization also contributes to teacher burnout.⁴⁴ The structure of the teaching profession requires long periods of direct, emotionally demanding contact with children, leaving teachers insufficient opportunity for interaction among their peers. The combination of intensive contact with young, immature individuals and isolation from other adult colleagues may lead to physical and emotional stress.⁴⁵ Coupled with poor administrative leadership and/or a general sense of powerlessness, this isolation exacerbates tension and insecurity created by an inadequate system for positive reinforcement and limited opportunities for power or advancement.

Teachers also attribute burnout to the tensions and demands created by large classes and corresponding heavy teaching loads.⁴⁶ They assert that overcrowded classrooms substantially inhibit both their performance as instructors and their students' learning experiences. Many teachers believe that smaller classes allow them to tailor programs to individual students' needs and to involve students more directly in the learning process.⁴⁷ A National Education Association research survey revealed that 80 percent of the teachers questioned consider small classes an extremely important factor in improving student academic achievement. Approximately half of the respondents think that their classes are too large.⁴⁸ Although researchers do not agree on the effect of class size on teacher performance and student achievement,⁴⁹ teachers' perceptions of its impact on learning must be considered. If teachers believe that large classes inhibit their performance, that attitude may be reflected in poorer quality teaching and increased stress.⁵⁰

To outsiders, low salaries appear to constitute the most obvious source of teacher burnout. Through extensive publicity and legislative confrontations over

the size of the school tax burden, citizens have become aware of the state of teacher salaries and the complex economic and political issues which work against teacher pay increases. Despite the high visibility of discontent with their salaries, teachers do not attribute burnout primarily to financial issues. Surveys of teacher complaints include inadequate salaries, but that concern usually ranks below lack of administrative support and below disciplinary problems.⁵¹ Additionally, teachers often indicate that the stress triggered by inadequate financial support relates to a shortage of educational resources and equipment rather than low pay alone.⁵² Indeed, one researcher asserts that teachers focus on salaries as a source of reward only when they receive insufficient intrinsic satisfaction.⁵³ Certainly inadequate financial compensation contributes to teachers' frustration and dissatisfaction with their jobs; however, the extent of its impact on the burnout phenomenon remains unclear.⁵⁴

Tedious paperwork and administrative tasks provide another source of teacher stress. Teachers complain that completion of reports, grading, and planning detract from time available for interaction with their students and increase their sense of frustration. Paperwork required pursuant to implementation of recent federal legislation augments the clerical chores demanded by system and state officials. Many faculty members view these duties as an inefficient use of their time; consequently, teachers experience frustration which, combined with other factors, may lead to burnout.⁵⁵

Additionally, teachers often assert that their professional training failed to equip them with the skills needed for successful performance under the stressful conditions of the classroom.⁵⁶ Research on burnout reveals that many teachers believe their training was inadequate because that preparation did not provide them with effective techniques for managing their classrooms and for educating students of varying academic levels. As a result, some teachers lack confidence in their

preparation and ability.⁵⁷ This self-doubt contributes to increased stress and hinders teachers' capacity for coping with the daily demands of teaching.

These origins of teacher burnout may be aggravated by certain aspects of teachers' personalities and conflicts within their personal lives. Teachers who set ambitious goals and expectations for themselves may experience heightened feelings of frustration and inadequacy when they encounter a school with inadequate systems for positive reinforcement.⁵⁸ If teachers suffer continuing dissatisfaction over their inability to achieve the level of performance they established as their goal, the added problems of disciplinary conflicts, insufficient administrative support, and isolation from their colleagues may convince them that they should leave teaching.

Additionally, the intensive student-teacher contact inherent in the nature of the profession may become emotionally draining,⁵⁹ especially when the teachers' role becomes routine. The school structure may offer faculty members few opportunities to vary their grade or subject matter or to take sabbaticals. Combined with insufficient reinforcement, tedious clerical tasks, and prolonged contact with children, this inflexibility may cause teachers to become bored, frustrated, and ineffectual.⁶⁰

Furthermore, some researchers observe that role conflicts may aggravate teacher stress.⁶¹ Society traditionally has expected its teachers to make an emotional commitment to teaching; therefore, conflict with the teachers' role as spouse or parent may be inevitable. Female teachers with families may feel this tension acutely because motherhood and teaching historically have required the same type of selflessness and emotional giving. Correspondingly, as men become more involved in parenting, they also may experience the same conflict.⁶² Friction between teachers' goals and expectations for their lives and the demands of administrators, students, and the community may produce a seemingly unresolvable dilemma.

External Sources

Society's attitudes and expectations often compound the stressful situations present within the school environment. Americans historically have perceived public education as the primary vehicle for socialization and continuity of the democratic system. As a result, they expect schools to teach values as well as reading, writing, and arithmetic.⁶³ The tensions and conflicts of modern society have made that task increasingly difficult, producing a more stressful and insecure position for teachers. Teachers must impart the values and morals of American society to their students, even though those values continually evolve and change and often contradict.

The conflicts of modern society created by the civil rights movement, feminism, resistance to the Vietnam War, and other social and political issues of the twentieth century converge within the classroom, creating a tension-filled atmosphere for instruction. Teachers' stress responses become more severe when their values diverge from those held by their administrators or communities.⁶⁴

As outside social tensions have increased, the public also has placed more demands upon its school systems. Various interest groups consider the school to be the source for remedying all social ills.⁶⁵ Society expects the schools to educate all students regardless of emotional or physical handicaps and to serve as the primary instrument for racial and ethnic desegregation while simultaneously facilitating and documenting students' academic and personal development. Many educators believe that state and national legislators and judges create new goals and programs for schools without considering the difficulties involved in executing those ideas within the structure of a mass education system.⁶⁶ Consequently, individual classroom teachers bear the responsibility for implementation regardless of their lack of preparation for that role.

The trend of public accountability for teacher performance parallels these new responsibilities. This concept assumes that particular teacher behavior yields specific, demonstrable outcomes in student performance and that such performance can be measured by achievement tests.⁶⁷ Thus, society has begun to hold teachers responsible for their students' test scores. Teachers believe, however, that the notion of accountability contains several major flaws. First, the teaching profession traditionally has focused on teacher/student activities rather than on measurable outcomes. Schools have emphasized experience and exposure, not merely empirical results.⁶⁸ Moreover, the notion of accountability requires planned outcomes and proof of attainment of goals by teachers but grants teachers no corresponding authority or decision-making power in setting these goals. Teachers feel they become responsible for results, even though they exert little control over the processes. Indeed, accountability may contribute to teacher powerlessness because it requires external controls and close supervision by superiors. Additionally, this trend ignores the significant impact environmental factors exert upon students' learning processes.⁶⁹

Despite these increased demands placed upon teachers, public respect for schools appears to be declining.⁷⁰ The Gallup Poll of the public's attitudes toward schools recorded a decrease in public confidence for each of the last seven years prior to 1980. Although the 1980 figure showed a slight increase, George Gallup called the change "not statistically significant."⁷¹ Many teachers believe society, although requiring more responsibility for them, attaches less importance to teachers, viewing them as caretakers rather than as professional educators.⁷² Combined with institutional constraints, limits on teacher power and authority, and increased demands for teacher accountability and competency,⁷³ this diminished respect for classroom teachers contributes to teacher insecurity and a general sense of frustration.

EFFECTS OF TEACHER BURNOUT

Certainly teacher turnover constitutes the single most detrimental consequence of teacher burnout. Evidence indicates that turnover rates at both the state and national level have risen significantly in recent years,⁷⁴ and researchers attribute this trend largely to problems associated with burnout.⁷⁵ High attrition rates create a number of problems for school districts: school districts must bear the added cost associated with recruiting and training new teachers, and school districts suffer from the disruption which occurs while those teachers gain familiarity with the school, its students, and the community.⁷⁶

Both low salaries and dissatisfaction with their occupation may cause teachers to acquire outside jobs. One-tenth of the nation's teachers moonlighted in 1977, a higher percentage than for any other occupational group.⁷⁷ Moonlighting teachers state that they use their second jobs either to supplement their salaries or to escape from the tensions of teaching. Although little research has focused on the effect of moonlighting on teachers and their classroom performance, available evidence indicates that these outside ventures often begin to demand a majority of teachers' time and energy, leaving them with less time to devote to their students.⁷⁸

In addition, teacher stress manifests itself in a variety of physical, psychological, and behavioral problems. Severe burnout may lead to headaches, intestinal or cardiovascular disorders, insomnia, or ulcers. Incidents of anxiety, depression, and complete mental breakdown have been documented. Also, evidence indicates that dissatisfaction with their jobs may prompt teachers to devote less energy to their work, take more sickness leaves or otherwise increase their absences from school, or retire relatively early in their careers.⁷⁹

Furthermore, teacher burnout may result in a negative effect on student achievement. Again, the available research is inconclusive, but several studies have produced evidence that high teacher morale relates positively to student productivity⁸⁰ and morale.⁸¹ Surely an atmosphere pervaded by tension and anxiety cannot provide the best setting for maximum learning. Also, teacher absenteeism and lack of interest in extracurricular projects—often present in schools with high burnout rates—may affect student attitudes and behavior.⁸²

TEACHER STRESS IN GEORGIA: A CASE STUDY

During the 1978-79 school year, a public school system in Georgia polled a random sample of its teachers pursuant to its comprehensive needs assessment program.⁸³ Officials developed a questionnaire designed to elicit faculty attitudes toward their jobs and the school system. The results revealed widespread dissatisfaction by teachers with their status and their system, largely for reasons discussed in this paper as sources of teacher burnout. Half the respondents indicated they might choose another career if they could plan their career again, and approximately one-fourth stated they would leave teaching if they found another job with comparable pay. Twenty-one percent would not recommend their school system to other educators as a desirable place to work.

The teachers mentioned a number of recognized causes of teacher burnout as sources of their dissatisfaction. Although a majority expressed respect for their principals and fellow teachers, a substantial number indicated uncertainty about the effectiveness of their administrators. Over one-third believed that their principals were not concerned with teachers' problems and that teachers exert little influence on policy and procedure development. Sixty percent indicated they receive inadequate information about the reasons behind important decisions and policies affecting their work. A majority of the respondents asserted they are expected to perform an unreasonable amount of clerical work and that their salaries do not provide a satisfactory standard of living for their families. Additionally, 40 percent stated that the people in their community generally are indifferent about the quality of their schools.

IMPLICATIONS FOR THE FUTURE

Suggested Steps To Alleviate Teacher Burnout

School systems can, at several levels, implement strategies to minimize teacher burnout. Individual teachers can take a number of steps that will increase their confidence and job satisfaction. Also, school principals and system administrators can examine their behavior and attitudes to discover possibilities for improvement of their teachers' working conditions and morale. Perhaps most importantly, state education officials can emphasize their responsibility to teachers at all levels and increase the leadership and policy direction necessary to ensure the existence of an organized, creative educational system.

Teachers bear a significant responsibility for their own job satisfaction. Many of the tensions associated with teaching can be minimized or eliminated by increased awareness of the reasons for burnout and the coping strategies needed. First, teachers should learn to recognize the symptoms of burnout within themselves or their colleagues and examine those attitudes without becoming guilt-ridden or anxious. Once teachers learn to accept the fact that stressful situations will arise, they will become better equipped to analyze their situations and isolate the factors they can change. Provided helpful information on the nature and sources of burnout, teachers can turn from destructive self-criticism to positive evaluations of their behavior and the effect of outside forces on their status.⁸⁴

Interviews with dissatisfied teachers repeatedly reveal their frustration at being isolated from their peers.⁸⁵ Clearly, teachers need greater interaction among themselves. Faculty members should develop both organized and informal support groups to share common problems, solutions, and techniques. They can use group meetings to diminish feelings of isolation, encourage solidarity and a clearer sense of purpose, generate new ideas for use in the classroom, and heighten their sense of accomplishment.⁸⁶

In addition, teachers should recognize the hazards involved in maintaining the same routine year after year. Teachers can renew their enthusiasm by periodically changing schools, grade level, or subject taught and by taking leaves or sabbaticals. Creating new environments and challenges for themselves, teachers can avoid the frustration and boredom which often lead to burnout.⁸⁸ Furthermore, involvement in extracurricular activities and personal hobbies will alleviate some of the stress generated by the classroom setting.⁸⁹

Teachers cannot overcome the burdens of burnout without administrative support. Building and district administrators must recognize the existence of burnout and implement changes designed to improve teacher morale. In some situations, administrators form a significant part of the problem;⁹⁰ therefore, administrators should seek remedies to alleviate teacher stress.

First, principals can become more aware of the nature and sources of the burnout syndrome. Rather than isolating themselves in their offices, denying the existence of any morale problems within their schools, administrators should familiarize themselves with the tension associated with teaching and acknowledge the potentially damaging effect of stressful influences within and outside the school environment.⁹¹ Principals can increase their effectiveness in recognizing burnout symptoms and implementing needed changes. Ideally, principals should work closely with their faculties to identify problem areas and develop remedies.⁹²

Second, school administrators should respond positively to teachers' needs for clearly defined goals and policies.⁹³ Leaders should provide more guidance on system values and goals and develop a coherent framework for teacher activities and behavior. They should see that policies are clear and consistent so that teachers understand their responsibilities. Teachers who work within specific role expectations feel more secure about their ability to perform their functions effectively and to influence school policy.⁹⁴ Well-defined objectives provide

teachers with a mechanism for evaluating their performance, thus creating a reward system and diminishing their sense of powerlessness. Systems with clear goals and procedures minimize possibilities for capricious administrator policy-making and corresponding teacher frustration.⁹⁵

Third, administrators can contribute substantially to teacher morale by granting faculty members a requisite participatory role in decision making.⁹⁶ Teachers often list insufficient decision-making power as a primary source of burnout.⁹⁷ In many schools, this problem arises when principals fail to include their teachers in curriculum, budget, and program planning. To develop teacher confidence, professionalism, and satisfaction, principals should make faculty-principal interaction and decentralized power distribution a higher priority. They should find ways to incorporate teacher input into selection of textbooks, materials, and projects and encourage more teacher participation and initiative in school planning and policy formulation.⁹⁸ Certainly principals must maintain control of their schools; however, democratic leadership which includes respect for teachers' opinions encourages professional growth and teacher satisfaction.⁹⁹ Additionally, administrators should establish more channels for open, frequent communication between themselves and their teachers. Schools with friendly climates should experience fewer problems with authoritarian administrators and frustrated teachers.¹⁰⁰

Fourth, administrators should seek ways to encourage and implement greater interaction among teachers. To combat the feelings of isolation and powerlessness which contribute to teacher burnout, principals should find ways to promote open, active communication among teachers and principals. Open, active communication among teachers and principals can be utilized to develop unity, to improve teaching techniques, and to enhance teacher morale. Administrators should support and facilitate group interaction to establish a sense of unity and purpose.¹⁰¹

Also, principals must assume primary responsibility for providing positive feedback and reinforcement to their staff members.¹⁰² Teachers need a reward system which acknowledges their contributions to students' learning experiences;¹⁰³ therefore, administrators should develop methods for supplying these incentives and reinforcements. Both individual praise and public recognition can be utilized to acknowledge teacher achievements.¹⁰⁴ Additionally, principals can contribute to teachers' perceptions of personal success by establishing objectives against which teachers can assess their performance.¹⁰⁵ In the absence of a structure of graduated salaries based on measurable achievements and perceived by teachers and society at large to be comparable to the tangible, well-developed reward structures present in other professions, administrator recognition of teacher contributions may serve as the primary indicator both to the individual teacher and to the public at large of the effectiveness of individual teachers.

Building and system administrators can implement other policies which will create a positive impact on teacher morale. They should encourage policy-makers to provide the money and facilities necessary to decrease class size, raise salaries, and supply better materials and resources to teachers.¹⁰⁶ They should endeavor to reduce excessive demands on teachers' time by streamlining required paperwork and/or supplying clerical assistance.¹⁰⁷ To diminish the damaging effect of student disciplinary problems and violence upon teachers, principals can provide firm leadership, clear and consistent disciplinary procedures, and strong support for teachers.¹⁰⁸ They should involve teachers, parents, and students in identifying sources of disciplinary conflicts and developing effective governance policies.¹⁰⁹

Teacher training institutions also must accept increased responsibility for combatting teacher burnout. Teacher preparation should include additional information on possible sources of stress within the teaching environment and provide teacher candidates with effective coping strategies.¹¹⁰ Rather than

focusing exclusively on methodology, pre-service training should address the organizational and social aspects of teaching and the demands of the teachers' role. Such preparation would enhance teachers' abilities to clarify and fulfill their needs without succumbing to burnout.¹¹¹ Also, improved instruction in classroom technique and management would increase teacher confidence and skill.¹¹²

Additionally, school systems can utilize in-service programs to diminish the influences of stress factors. In-service education can aid teachers in identifying sources of job satisfaction and in devising methods to decrease tension and improve their work environments.¹¹³ Courses in interpersonal relations, emotional development, and classroom discipline will help teachers cope with the demands of teaching.¹¹⁴ By holding workshops and training sessions on teaching skills, schools can stimulate new ideas which will encourage teacher confidence and enthusiasm.¹¹⁵

Finally, school systems must solicit more support from their communities. The public must recognize that its schools are experiencing severe problems and make a firm commitment to provide assistance.¹¹⁶ Many teachers have become demoralized by the apparent negative public attitude toward schools;¹¹⁷ thus, any campaign to alleviate teacher burnout necessarily must include steps designed to elicit broader community support. If American society desires to maintain its reliance on public schools as the cornerstone of effective democracy, its citizens must renew their support for the educational systems' personnel and programs.

Recommendations

The Professional Standards Commission recommends that the State of Georgia conduct an assessment of teacher attitudes to discover the incidence and sources of teacher dissatisfaction and to establish a foundation for the development of a comprehensive plan for combatting teacher burnout. Ideally, this procedure

should include questioning both teachers who leave the system¹¹⁸ and a representative sample of those remaining in the profession.¹¹⁹ This assessment should be designed to discover sources of burnout in Georgia schools and to rank these factors in order of severity as perceived by Georgia teachers. Once these problems are identified, the State should encourage programs that address the most common origins of teacher dissatisfaction, targeting its more intensive efforts in problem areas.¹²⁰ The Professional Standards Commission recommends that the major issues identified in this assessment be examined in greater depth to determine their impact upon teacher burnout in Georgia and to develop suggested programs for alleviation of this syndrome.

As a result of its literature search on the teacher burnout issue, the Professional Standards Commission recommends that the following topics be addressed in greater detail. First, the Commission recommends that methods be designed to heighten the responsiveness of pre-service and in-service training to teacher needs. A study of this issue may address ways in which teacher training institutions can increase their efforts to prepare students for the psychological and emotional aspects of teaching as well as instructing them in teaching methods and philosophy. Additionally, the analysis may include possible alteration of current program requirements to incorporate study of the effects of teaching on faculty members and methods for coping with associated tensions. Additional courses and workshops in classroom management skills that will minimize the damaging impact of discipline problems on student learning and teacher tension may be developed and emphasized in pre-service and in-service curriculums.

Second, the Professional Standards Commission recommends that strategies be developed to increase teacher influence and participation in decision making within the school organizational structure to determine the effect of these changes on teacher morale. Among the topics for this examination may be leadership

philosophies and techniques, teacher interaction and communication, and the appropriate role of reward and recognition systems. The study could encompass ways in which internal school organization and procedures can be employed to provide greater participation and recognition for teachers and address the patterns of entry and advancement in the profession to isolate any prejudicial practices which contribute to teacher dissatisfaction.¹²¹

Third, the Professional Standards Commission recommends that the State Board of Education continue to utilize its influence and expertise to offer suggestions designed to minimize the negative impact on the educational system of changes mandated by social and political policy. Leadership and teacher preparation strategies for smooth implementation of desegregation orders, socio-economic rezoning, education of the handicapped, and other legislative and judicial determinations affecting the public educational system can enable teachers to cope more effectively with stressful situations. Programs which assist teachers and administrators in continuing their achievement of educational goals while facilitating changes in public policy will serve both to enhance the quality of educational programs and to diminish the impact of stress on teachers.

Fourth, the Professional Standards Commission recommends that the State Board of Education continue to utilize its expertise to assist the State of Georgia in developing a consensus on the role of the public school in today's society. Teachers and administrators must function with a clear understanding of society's expectations for its children in order to perform effectively as educators. Whether schools should teach basic skills or include discussion of social and moral values, whether schools should remain politically neutral or assume a primary responsibility for implementation of social change and perpetuation of American ideals, and whether schools should be held accountable for student achievement test scores regardless of environmental influences on their performance constitute complex questions

which need to be addressed by educators. An answer to these issues will include examination of the historical function of the public school system, the impact of recent social change upon that function, the goals to be pursued by schools and the appropriate measures of achievement, and the potential of the school system and its personnel in achieving those goals. Once this consensus is established, State education officials will be better equipped to provide teachers with the training, skills, and guidance necessary to achieve desired goals.

A wide range of options for minimizing or eliminating teacher burnout exists. Although recognition of the burnout syndrome has occurred slowly and any reforms also will occur gradually, utilization of available resources can achieve positive results. A cooperative effort involving teachers, administrators, school systems, teacher preparation institutions, and the public will help to achieve this goal more quickly. Amelioration of teacher burnout and the corresponding teacher turnover probably will not elevate teachers to a position of substantial influence and prestige within society. A successful burnout campaign, however, may contribute to enhanced public respect for educators and increased confidence in the quality of educational institutions. Most importantly, alleviation of teacher stress ultimately will improve the quality of instruction available to Georgia students, better equipping them for productive life in American society.

NOTES

¹"Help! Teacher Can't Teach!," Time, June 16, 1980, p. 58.

²The National Assessment of Educational Progress reports that achievement levels of seventeen-year-olds in science, writing, social studies, and math have dropped regularly over the past decade. Ibid., p. 54.

³Bruce, Joyce, et al., "Reflections on Preservice Preparation: Impressions from the National Survey," Journal of Teacher Education, 28, No. 5 (1977), 14.

⁴Teacher candidates score thirty-four points below the SAT verbal average and forty-three points below the average in math. "Help! Teacher Can't Teach!," p. 58.

⁵Reported in ibid.

⁶Dr. J. William Leach, Director, Division of Staff Development, Georgia Department of Education, interview June 30, 1980.

(Editor's Note) However, Department figures of August 13, 1980, revealed that the State had 585 unfilled positions for the 1980-81 school year. Status Report, Office of Planning and Development, Georgia Department of Education, August 13, 1980.

⁷Dr. Leach, interview.

⁸See, e.g., Andrew J. DuBrin, et al., "Teacher Burnout: How to Cope When Your World Goes Black," Instructor, 88, No. 6 (1979), 56-62; Barbara Hendrickson, "Teacher Burnout: How to Recognize It; What to Do About It," Learning, 7 (January, 1979), 36-39; Ella Rosenthal, et al., "Is Teaching Hazardous to Your Health?," Instructor, 86, No. 1 (1976), 55-58, 212-15.

⁹See note 8 supra.

Leroy Spaniel, a Boston University professor and acknowledged "burnout expert," has identified three levels of stress: First degree burn, which involves short bouts of irritability, fatigue, worry, and frustration; second degree burn, which is a more prolonged version of first degree; and third degree burn, which involves physical maladies such as ulcers, migraines, and chronic back pain. DuBrin, "Teacher Burnout," p. 57.

¹⁰Thomas J. Coates and Carl E. Thoresen, "Teacher Anxiety: A Review with Recommendations," Review of Educational Research, 46, No. 2 (1976), 160 (hereinafter referred to as "Teaching Anxiety").

¹¹Ibid.

¹²Reported in Carol Lloyd, "Burnout or: Don't Make an Ash of Yourself," Hot Topics (Reston, Virginia: The Council for Exceptional Children, 1980), p. 1.

¹³Ibid.

¹⁴ NYSUT Teacher Stress Survey, Information Bulletin (Albany: New York State United Teachers Research and Educational Services, February, 1980), pp. 1-3.

¹⁵ Robert L. Bergeth, "An Experimental Study of Teacher Morale in Selected School Districts of North Dakota" (Unpublished Ph.D. dissertation, University of North Dakota, 1970), p. XV.

¹⁶ See, e.g., ibid.

¹⁷ See, e.g., Coates and Thoresen, "Teacher Anxiety," pp. 159-84.

¹⁸ Sidney Thompson, Motivation of Teachers, ACSA School Management Digest Series 1, No. 18; ERIC/CEM Research Analysis Series, No. 46 (Eugene, OR: ERIC Clearinghouse on Educational Management, 1979), p. 15.

¹⁹ Cecil G. Miskel, et al., "Public School Teachers' Work Motivations, Organizational Incentives, Job Satisfaction, and Primary Life Interests," Final Report No. 1-0413 (Washington, D.C.: National Center for Educational Research and Development, Office of Education, Department of Health, Education and Welfare, June, 1972), p. 1.

²⁰ Dennis W. Spuck, "Reward Structures in the Public High School," Educational Administration Quarterly, 10, No. 1 (1974), p. 20; Thompson, Motivation of Teachers, p. 15.

²¹ See ibid., pp. 20-22; Thompson, Motivation of Teachers, p. 15.

²² Many of the factors teachers list as sources of job dissatisfaction (see discussion *infra*) inhibit their ability to feel they exert a positive influence on their students. Thus, inadequate intrinsic rewards may contribute to low morale and burnout.

²³ See, e.g., Bettie Burres Youngs, "Anxiety and Stress—How They Affect Teachers, Teaching," NASSP Bulletin, 62 (November, 1978), 78-83; Joyce Kozuch, "Implementing an Educational Innovation: The Constraints of the School Setting," High School Journal, 62, No. 5 (1979), 223-31.

²⁴ Interviews and questionnaires repeatedly reveal this information. See, e.g., Chris Kyriacou and John Sutcliffe, "Teacher Stress: A Review," Educational Review, 29, No. 4 (1977), 299-306; NYSUT Teacher Stress Survey, p. 4; William L. Butefish, "Now for a Short Course in How to Keep Good Teachers," American School Board Journal, 159, No. 15 (1972), 35.

²⁵ See NYSUT Teacher Stress Survey, p. 4; DuBrin, et al., "Teacher Burnout," p. 57.

²⁶ Two recent surveys of teacher attitudes list disciplinary problems and classroom management as the major source of teacher stress. Norma Deitch Feshbach and Michael Campbell, "Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report," (paper presented at the 55th annual meeting of the American Orthopsychiatric Association, San Francisco, CA, March 28, 1978), p. 13; NYSUT Teacher Stress Survey, p. 3.

See also Kyriacou and Sutcliffe, "Teacher Stress: A Review," p. 300.

²⁷ National Institute of Education, Violent Schools—Safe Schools: The Safe School Study Report to the Congress. Executive Summary (Washington, D.C.: Department of Health, Education, and Welfare, 1977), pp. 1-4. See also notes 33-37 infra and accompanying text.

²⁸ "Help! Teacher Can't Teach!," pp. 59-60.

²⁹ Ibid., p. 59; "The ABCs of School Violence," Time, January 23, 1978, p. 73.

³⁰ In 1930, 30 percent of American children graduated from high school. By the 1970s, largely as a consequence of compulsory attendance laws, that percentage rose to 70. "Help! Teacher Can't Teach!," p. 58.

³¹ Andrew Robinson and Frank Bickel, "Discipline and the Public Schools: Are We As Educators Part of the Problem?," Integrated Education, 16, No. 2 (1978), 10-11.

³² Ibid.

³³ National Institute of Education, Violent Schools—Safe Schools, p. 1.

³⁴ Ibid.

³⁵ Ibid., pp. 1-4.

³⁶ Connie Cronley, "Blackboard Jungle Updated," TWA Ambassador, September, 1978, pp. 26-28. See also note 29 supra and accompanying text.

³⁷ Alfred M. Bloch, "The Battered Teacher," Today's Education, 66, No. 2 (1977), 58-62.

³⁸ Gerald H. Moeller, "Bureaucracy and Teachers' Sense of Power," The School Review, 72, No. 2 (1964), 137-40; Kozuch, "Implementing an Educational Innovation," p. 229.

³⁹ James L. Keef, "Teacher 'Restlessness' and Decision Making," The Clearing House, 52, No. 9 (1979), 411.

⁴⁰ Moeller, "Bureaucracy and Teachers' Sense of Power," p. 138.

⁴¹ Robert Barr, "The Culture of the Schools and Teacher Education," Journal of Teacher Education, 29, No. 6 (1978), 80.

⁴² "Dealing with Teacher Burnout," The Education Digest, 44 (March, 1979), 7; Sally Reed, "What You Can Do to Prevent Teacher Burnout," The National Elementary School Principal, 58, No. 3 (1979), 68.

⁴³ DuBrin, et al., "Teacher Burnout," p. 57.

⁴⁴ "Study Looks at Teacher Alienation," Communication Quarterly, 2 (Summer, 1979), 2; Joseph Rogus and Mary Martin, "The Principal and Staff Development: Countering the School Culture," NASSP Bulletin, 63, No. 423 (1979), 84; Reed, "What You Can Do to Prevent Teacher Burnout," p. 68.

- ⁴⁵DuBrin, et al., "Teacher Burnout," p. 57.
- ⁴⁶NYSUT Teacher Stress Survey, p. 4; Kyriacou and Sutcliffe, "Teacher Stress: A Review," p. 300.
- ⁴⁷Mary Smith and Gene Glass, Relationship of Class Size to Classroom Processes, Teacher Satisfaction and Pupil Affect: A Meta-Analysis (San Francisco: Far West Laboratory for Educational Research, 1979), pp. 33-34.
- ⁴⁸Reported in "Teacher Opinion Poll," Today's Education, 64 (January-February, 1975), 109.
- ⁴⁹Compare, e.g., Stan M. Shapson, et al., "Results of an Experimental Study of the Effects of Class Size" (paper presented at the 62nd annual meeting of the American Educational Research Association, Toronto, Ontario, March 27-31, 1978), pp. 1-21, with Smith, "Relationship of Class Size," pp. 1, 27-34. Shapson argues that varying class size produces no visible effect on pupil misbehavior, participation, or attitude, methods of instruction, or classroom atmosphere. Conversely, Smith's research reveals that decreasing pupil enrollment creates significant positive effects on teacher attitude, morale, satisfaction, and instructional processes, and on student achievement and attitude.
- ⁵⁰Smith, "Relationship of Class Size," p. 3.
- ⁵¹See, e.g., William C. Miller. Dealing with Stress: A Challenge for Educators (Bloomington: Phi Delta Kappa Education Foundation, 1979), p. 11; Coates and Thoresen, "Teacher Anxiety," p. 166.
- ⁵²Coates and Thoresen, "Teacher Anxiety," p. 166; Kyriacou and Sutcliffe, "Teacher Stress: A Review," p. 300.
- ⁵³Keef, "Teacher 'Restlessness' and Decision Making," p. 411.
- ⁵⁴Few studies have attempted to rank sources of burnout according to frequency or severity of impact. Also, researchers have not isolated salary complaints to determine their contribution to teacher stress.
- ⁵⁵See Nathalie J. Gehrke, "Renewing Teachers' Enthusiasm: A Professional Dilemma," Theory Into Practice, 18, No. 3 (1979), 189-90; Coates and Thoresen, "Teacher Anxiety," p. 162.
- ⁵⁶"Dealing with Teacher Burnout," p. 7; Reed, "What You Can Do to Prevent Teacher Burnout," p. 68.
- ⁵⁷Rogus and Martin, "The Principal and Staff Development," p. 83.
- ⁵⁸Ken Styles and Gray Cavanaugh, "Stress in Teaching and How to Handle It," English Journal, 66 (January, 1977), 76; Miller, Dealing with Stress, pp. 9-10. See note 21 supra and accompanying text.
- ⁵⁹See note 45 supra.
- ⁶⁰Gehrke, "Renewing Teachers' Enthusiasm," pp. 189-90; Rogus and Martin, "The Principal and Staff Development," p. 82.

⁶¹Dennis C. Sparks, "A Biased Look at Teacher Job Satisfaction," The Clearing House, 52, No. 9 (1979), 448; Nathalie J. Gehrke, "A Grounded Study of Teacher Role Personalization—Part Three: The Teacher's Role Conflicts" (paper presented at the 63rd annual meeting of the American Educational Research Association, San Francisco, CA, April 8-12, 1979), pp. 4-10.

⁶²Ibid., p. 8.

⁶³Thompson, Motivation of Teachers, p. 17.

⁶⁴Ibid.; David W. Adams, "Tired and Frustrated Teacher," Today's Education, 64 (January-February, 1975), 37; Elizabeth A. Dillon, "Did We All Let Barry Die?," Journal of Teacher Education, 29, No. 5 (1978), 30.

⁶⁵Dillon, "Did We All Let Barry Die?," p. 30.

⁶⁶Adams, "Tired and Frustrated Teachers," p. 40; Thompson, Motivation of Teachers, p. 18.

⁶⁷See note 66 supra.

⁶⁸Thompson, Motivation of Teachers, p. 17.

⁶⁹Ibid.; Adams, "Tired and Frustrated Teachers," pp. 37, 40.

⁷⁰"Study Looks at Teacher Alienation," p. 2; Miller, Dealing with Stress, p. 11.

⁷¹In 1979, only 34 percent of the respondents gave public schools an "A" or a "B." "Public Confidence May Have Hit Bottom, Poll Says," Education USA, 22, No. 50 (1980), 366.

⁷²"Study Looks at Teacher Alienation," p. 2.

⁷³Twelve states now administer some form of competency examination to teacher candidates, and another nine are considering the idea. "Help! Teacher Can't Teach!," p. 57.

⁷⁴See notes 3-7 supra and accompanying text.

⁷⁵See note 8 supra.

⁷⁶Butefish, "Now for a Short Course," p. 35.

⁷⁷U.S. Department of Labor Statistics quoted in Diane Divoky, "Moonlighting: Occupational Hazard or Benefit?," Learning, 7, No. 3 (1978), 40.

⁷⁸Ibid., pp. 40-45.

⁷⁹Kyriacou and Sutcliffe, "Teacher Stress: A Review," pp. 303-04. See also note 9 supra and accompanying text.

⁸⁰Lester W. Anderson, "Teacher Morale and Student Achievement," Journal of Education Research, 46 (May, 1953), 696; Robert A. Magoon and Sandra W.

Linkous, "The Principal and Effective Staff Morale," NASSP Bulletin, 63, No. 427 (1979), 21.

⁸¹Coates and Thoresen, "Teacher Anxiety," p. 168.

⁸²Youngs, "Anxiety and Stress," p. 79.

⁸³This information was taken from a published report of this study provided by the Savannah-Chatham County School System, Savannah, GA, August, 1979.

⁸⁴See Barbara Hendrickson, "Teacher Burnout: How to Recognize It, What to Do About It," Learning, 7 (January, 1979), 38; George S. Stevenson and Harry Milt, "Ten Tips to Reduce Teacher Tension," Today's Education, 64 (March, 1975), 53.

⁸⁵See note 44 supra.

⁸⁶Sparks, "A Biased Look at Teacher Job Satisfaction," p. 6; Domeena C. Renshaw, "Teachers Are Human Too!" Pointer, 20, No. 3 (1976), 6.

⁸⁷Mary J. Hannaford, "Teacher Support" (paper presented at the annual meeting of the American Personnel and Guidance Association, Chicago, IL, April, 1976), p. 26.

⁸⁸Gehrke, "Renewing Teachers' Enthusiasm," pp. 191-92; DuBrin, et al., "Teacher Burnout: How to Cope," pp. 59-60.

⁸⁹Gehrke, "Renewing Teachers' Enthusiasm," p. 191; Stevenson and Milt, "Ten Tips," pp. 53-54.

⁹⁰See notes 23-25 supra.

⁹¹See John Mackiel, "Positive Mental Health for Teachers," The Clearing House, 52, No. 7 (1979), 308; Rogus and Martin, "The Principal and Staff Development," p. 85.

⁹²Rogus and Martin, "The Principal and Staff Development," p. 86.

⁹³See note 25 supra.

⁹⁴Adams, "Tired and Frustrated Teachers," p. 40; Jeffrey M. Bensky, et al., "P.L. 94-142 and Stress: An Analysis and Direction for the Future" (paper presented at the 57th Annual International Convention of The Council for Exceptional Children, Dallas, TX, April 22-27, 1979), p. 13.

⁹⁵Rogus and Martin, "The Principal and Staff Development," p. 85; Moeller, "Bureaucracy and Teachers' Sense of Power," pp. 153-55.

⁹⁶See note 38 supra.

⁹⁷Robert A. Magoon and Sandra W. Linkous, "The Principal and Effective Staff Morale," NASSP Bulletin, 63, No. 427 (1979), 23-27; Kevin Marjoribanks, "Bureaucratic Orientations, Autonomy and the Professional Attitudes of Teachers," The Journal of Educational Administration, XV, No. 1 (1977), 104-07.

⁹⁸ Magoon and Linkous, "The Principal and Effective Staff Morale," pp. 23-27; Reed, "What You Can Do to Prevent Teacher Burnout," p. 69.

⁹⁹ Magoon and Linkous, "The Principal and Effective Staff Morale," p. 25.

¹⁰⁰ *Ibid.*, p. 26; Raghu R. Mathur, "Educators as Public Servants," Education, 98, No. 3 (1978), 281.

¹⁰¹ Youngs, "Anxiety and Stress," p. 82; Magoon and Linkous, "The Principal and Effective Staff Morale," p. 26.

¹⁰² Reed, "What You Can Do to Prevent Teacher Burnout," p. 69; Rogus and Martin, "The Principal and Staff Development," p. 85.

¹⁰³ See note 21 supra.

¹⁰⁴ Rogus and Martin, "The Principal and Staff Development," p. 85.

¹⁰⁵ *Ibid.*

¹⁰⁶ "Virginia Teachers List Moral Support as Priority," Education USA, 22, No. 42 (1980), 318.

¹⁰⁷ *Ibid.*

¹⁰⁸ National Institute of Education, Violent Schools—Safe Schools, pp. 5-11.

¹⁰⁹ Cronley, "Blackboard Jungle Updated," p. 62.

¹¹⁰ Sparks, "A Biased Look at Teacher Job Satisfaction," p. 447.

¹¹¹ Youngs, "Anxiety and Stress," pp. 82-83; "Study Looks at Teacher Alienation," p. 2.

¹¹² Coates and Thoresen, "Teacher Anxiety," p. 175.

¹¹³ Sparks, "A Biased Look at Teacher Job Satisfaction," p. 448; Donald J. Cichon and Robert H. Koff, "The Teaching Events Stress Inventory" (paper presented at the 62nd annual meeting of the American Educational Research Association, Toronto, Ontario, March 27-31, 1978), p. 17.

¹¹⁴ Feshback and Campbell, "Teacher Stress and Disciplinary Practices," pp. 11-12.

¹¹⁵ Thompson, Motivation of Teachers, p. 27.

¹¹⁶ "Help! Teacher Can't Teach!," p. 63.

¹¹⁷ See notes 70-72 supra and accompanying text.

¹¹⁸ Alexander Butefish has developed a useful format for an exit interview. See "Do You Know Why Your Teachers Are Leaving?," School Management, 15, No. 5 (1971), 17-20.

¹¹⁹The Savannah-Chatham County Survey could serve as a model. See note 83 supra.

¹²⁰For example, the impact of disciplinary problems may be greater in urban areas; therefore, educators might elect to provide more in-service training in classroom management to those areas.

¹²¹In Georgia, 90.9 percent of the elementary school teachers are female. Women comprised 58 percent of all secondary teachers in 1969. Ten years later, that percentage had risen to 88.6. Only 15 percent of school principals are female, and most of those are elementary administrators. These figures suggest either a past history or a current practice of discrimination against women at higher levels and possible prior discrimination against men at the elementary level. No breakdowns by race are available.

Clarence N. Lambert, Coordinator, State-at-Large, Regional Education Services Division, Georgia Department of Education, interview July 8, 1980; Billy Alred, Assistant Coordinator, Statistical Services Section, Local Systems Support Division, Georgia Department of Education, interview July 10, 1980.

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ABOUT THE COMMISSION

The Professional Standards Commission was created by the General Assembly in March, 1976, to make recommendations to the State Board of Education regarding standards for "the preparation, certification, and professional growth of those persons who teach or perform educational duties in the school systems or schools" of Georgia.

The Professional Standards Commission may recommend to the State Board of Education standards for:

- Certification of educational personnel to practice in the public schools of Georgia;
- Pre-service preparation of personnel;
- Accreditation of teacher education programs;
- Certification through in-service training (staff development);
- Objective measurement and evaluation of teaching competence as a basis of teacher certification;
- Examination of subject matter for certifying educational personnel;
- Committees in teacher education institutions to screen teacher candidates on the basis of academic, personal, and emotional fitness for the profession.

The Commission operates under a mandate from the Georgia Legislature in accordance with the "Georgia Professional Standards Act," approved March 25, 1976, as amended by an Act approved March 24, 1977, as amended by an Act approved April 16, 1979.

The Commission is composed of carefully screened professionals representing all levels of instruction from kindergarten through college, including teachers and administrators. It also includes representatives from the State Department of Education and from local school boards. The Governor appoints Georgia residents from nominees submitted by professional educator organizations. The State Superintendent of Schools appoints the representative from the Georgia Department of Education.

Service on the Commission is voluntary. Members serve without compensation. Reimbursement is made for travel, lodging, and meals directly related to Commission business. Teachers are provided released time for Commission business.

The Professional Standards Commission serves a unique function for education in Georgia as it provides a continuing broad-based examination of the quality of educational personnel at both the preparatory and performance level, including not only beginning teachers but also experienced teachers, supervisors, and administrators. This role is essential to the continuous updating of professional qualifications and hence improvement of leadership and classroom instruction at all levels in Georgia schools.